



# Curriculum & Courses

Curriculum and Course Descriptions for 1998-1999



Students with learning differences that necessitate a nonstandard administration of the PSAT, SAT-I and SAT-II: Subject Tests (Achievements) must submit to the College Counseling Office a written evaluation from qualified educational specialist and certification by Governor Dummer Academy's Academic Office as required by Education Testing Service no less than eight weeks prior to the specified test date. The Academic Office provides certification to those students who regularly avail themselves of extended time on examinations given within the school's curriculum after it receives written evaluations by certified learning specialists.

All students may avail themselves of a study and reading skills course provided on campus by an outside agency specializing in such instruction. While proper note taking, study skills and reading skills are discussed in the regular curriculum at Governor Dummer Academy, the reading and study skills course is intended for those students who need or desire more rigorous instruction in these important skills. The cost of this outside course must be paid by the students' families and is offered every other year.

Governor Dummer Academy does not employ faculty skilled in the areas of remedial reading or writing as these terms are normally understood. The school has three laboratories, each offering 15 Macintosh computers, Microsoft Word word processing software and printers for students to use in preparing writing assignments.

Governor Dummer Academy provides a supervised evening study hall program limited to those students who are placed on Academic Probation and those students with a GPA below a 1.7 whose advisors recommend it. A Saturday morning supervised study hall is part of the evening study hall program; however, any student may be recommended for this study hall by his or her teachers or advisor.

Courses completed in the summer will not count toward Governor Dummer Academy graduation requirements or a student's grade point average. The only exception for summer work is the second half of Algebra I, and then only with permission of the Mathematics Department. The school may require a student to do academic work during the summer to master content or skills not completed during the school year.

Governor Dummer Academy does not employ any certified learning specialists skilled in the area of learning differences or diagnostic evaluations. Families in need of such testing must arrange diagnostic testing with qualified persons outside the school at their own expense. Any adjustments in academic program recommended by such testing would be limited to the academic support services outlined in this policy.

This policy is effective for all students in the fall of 1995 with the following exception: The policy eliminating waivers of academic graduation requirements is effective for all students accepted and

enrolled for the fall of 1995 and thereafter. Governor Dummer Academy reserves the right to make all final determinations regarding support services for its student body.

### Course Designations

Course designations consist of a course number and a descriptive title, such as MA21-22: Geometry. An odd number is generally offered only in the FALL semester, even numbers in the SPRING semester. A course with a single number, such as HS41: Chinese History, is a complete course in one semester. A two-number course, such as SC21-22: Biology, is a year-long course requiring enrollment in both semesters. All courses listed in these pages are MAJOR courses (two semester = 1.0 credit; one semester = 0.5 credit) unless designated as MINOR courses (0.25 credit per semester).

## SPECIAL SECTIONING

The Governor Dummer Academy curriculum does not utilize "ability grouping" or "tracking by ability" as traditionally understood, especially in its younger classes. However, there are ways in which differences of background or ability are addressed, and there are special sections in each field of study to present more challenging opportunities for the student with outstanding strengths and high motivation.

Accelerated sections exist in the science and foreign language programs. Similar to honors sections elsewhere, these special sections indicate greater challenge and competition compared to regular sections. Accelerated sections of introductory biology indicate a full year of chemistry has already been studied, thus the course assumes more than do the regular sections.

*Honors sections* in upper-level mathematics signify more demanding sections of these courses. The "honors" designation in science must be earned by selection and enrollment in special seminars concurrent with the regular course.

Many courses at the upper levels are designated as Advanced Placement (AP) courses or sections. The Advanced Placement Program of the College Board is designed to offer greater challenges through rigorous courses to able and ambitious students. It also provides a means of recognizing outstanding commitment and achievement; success on AP exams in May can earn college credit or advanced placement at the college entered. All students in AP courses are required to take AP exams. Those courses which traditionally produce students who succeed on the exams are designated as AP courses.

Students are selected for special sections on the basis of past achievement and evidence of commitment to learning, tested ability, departmental recommendations and student requests. When a special section is oversubscribed, the department chair and Academic Dean review the list for final enrollment decisions. On occasion, a scheduling conflict may preclude a particular student's participation in a special section.



**ES 13-14: Advanced ESL** This course is an intensive English as a Second Language course taught at the advanced level, with reading, writing, listening and speaking skills emphasized. In addition, the students are required to communicate with people outside the community two hours per week.

**ES 11-12: Intermediate ESL** This course has exactly the same description except it is not taught at the advanced level — it is taught at the intermediate level.

## COLLEGE ENTRANCE REQUIREMENTS

Because most Academy students plan to attend college, college entrance requirements must be kept in mind in selecting courses. In many instances, especially at the highly selective colleges to which many of our students aspire, these requirements may exceed the Academy's minimum requirements for graduation. The College Handbook and the catalogues of the individual colleges are sources of information, as are the departmental notes throughout this pamphlet.

In general, the more selective colleges and universities are looking for breadth and depth in the academic preparation of their applicants. Hence, it is important for the student with high aspirations to continue the study of mathematics and a foreign language beyond the minimum, to take the extra history course, to be sure to include a lab science in the junior and senior year and, when possible, to qualify for inclusion in accelerated, honors, or AP sections.

Because many colleges require candidates to take the SAT II-Subject Tests — in addition to the SAT I — in at least three different areas (usually writing; mathematics; and one in foreign language, American or European history, or science) by December of the senior year, courses should be chosen with this in mind. Our students normally take these on two dates: in June of the junior year, and in December of the senior year. A few sophomores find it advantageous and are advised to take one or two SAT II-Subject Tests upon completion of the appropriate courses.

## CHOOSING A PROGRAM OF STUDY

Decisions concerning the selection of courses — made in consultation with the student's advisor — must account for the factors mentioned above. Choices made at the end of the ninth and tenth grades have a very important impact in the two crucial years — junior and senior — in the college admission process.

## ENGLISH DEPARTMENT

**EN 11-12: Freshman English** (two semesters) The course is designed to help the students develop sound, individual writing styles and gain confidence in their own evaluations of literature. The literature is organized around two core books, *The Odyssey*, in the first semester and *Romeo & Juliet* in the second semester. Students will

study other genres of literature, particularly poetry, short stories and the novel in conjunction with the exploration of themes of family, adolescence and honor in *The Odyssey* and *Romeo & Juliet*. Students will also study vocabulary weekly, a practice which will continue through a student's four years at Governor Dummer Academy. Three times during the year students will also take vocabulary competency exams.

Students will practice writing critical analysis, personal and creative essays, plays and poetry through weekly compositions. Grammar will be studied formally and prescriptively through exercise correction and rewriting of student essays. Competence examinations in grammar will be given in this course, examinations which will be repeated in varying forms and at varying periods throughout a student's four years of English.

The theme for the Sophomore year is voice. Through the study of literature and writing, students will discover the presence and power of voice in the written word. Who am I? What does my voice sound like? Do I have a voice? Why is voice important? are some questions which will be explored during the year.

**EN 21-22: Sophomore English** (two semesters) The theme of voice characterizes the sophomore experience in English. Through selected nonfiction during the first semester, students uncover the power and persuasiveness of voice in literature. Students will study and practice the form of the argumentative essay throughout the year. Students will be expected to pass a competency persuasive essay paper as part of the first semester exam. Formal and prescriptive work in grammar and punctuation will be combined with workshop techniques in process writing to encourage peer criticism, prewriting and revising. By the end of the year students should not only be able to identify the tone and strength of a particular author's voice, but also establish a strong and clear personal voice in their own writing. This study of voice will continue during second semester as students undertake the study of two literary genres, poetry and drama. Outside reading assignments will broaden through literature a student's consciousness and desire to read. Competence examinations will concentrate on grammatical terminology and the elimination of various kinds of sentence errors and structural irregularities. In addition three times during the year students will take vocabulary competency exams.

**EN 31-32: Junior English** (two semesters) The junior curriculum reviews the fundamental grammar and composition study of the sophomore year, but moves beyond it to a more sophisticated consideration of written form and style. Assigned reading carefully defines such archetypes as comedy, tragedy, romance and irony; and it introduces longer and more complex examples of the genres studied in the sophomore year — poetry and drama. Drama is examined for its theatrical as well as its literary value. In addition, the first semester of the junior year explores the theme of growing up in America through a wide range of novels, short stories, poems and essays. Three times during the year students will also take vocabulary competency exams. (11th grade.)



**EN 33-34: AP Junior English** (two semesters) This extensive and intensive course in literature and writing will provide an academic challenge for highly motivated students of English. While students will study numerous texts from a variety of periods, much of the literature will focus on the nonfiction and fiction of American Literature. In addition students will write in a variety of forms — persuasive, expository and narrative. This course will meet four times each week; it will require supplementary work over the summer and during vacations. Students must maintain a B+ or higher average for sophomore English, receive the recommendation of their teacher and submit an analytical essay in order to be considered for this course. Selection will be made by the English department. Students must sit for the AP Language and Composition exam in May.

*Senior English* To fulfill the English requirement each senior will select one FALL- and one SPRING-semester course from those listed as the 40's series on the pages that are produced separately in the month of May. These courses are designed by individual Senior teachers to deepen the study of a particular writer, theme, genre or historical period, and a number of them are new each year. Samples of past courses follow:

**Creative Writing Workshop** — Although students will be asked to write, initially, in each major form — the poem, short story, drama and essay — they will then be encouraged to work at length and in depth in one form of their own choosing. There will be three class meetings and one individual conference each week. At the end of the spring an anthology including the best of each student's writing will be published.

**"A Foray Into 'Modernism'"** — What's going on in the twentieth century? Is the 'self' finally being realized, or are we merely reaping the whirlwind? Does anyone really know? Should we know? Can we know? In this foray into "modernism," we will try to get a handle on the twentieth century by reading some of the best British and American literary minds of the first half of the century. We will also investigate the visual and musical arts for a short time to see how they reflect the spirit of the age. Authors read will include Conrad, Yeats, Hardy, Eliot, Joyce, Woolf, Beckett and Owen.

Because of scheduling difficulties, first and even second choices are not always possible to arrange; the four priorities for each semester should be clearly indicated on the student's special Senior English registration sheet in May. In addition three times during the year students will take vocabulary competency exams.

**EN 51-52: AP Senior English** (two semesters) This course is designed as a first year college level English course. Students will study extensively and intensively a variety of works from both the American and English literary traditions and from various time periods from the sixteenth century to the twentieth century. By confronting challenging reading and writing assignments, students will learn to become skilled, mature, critical readers and to become practiced, logical, succinct writers. Students must maintain a B+ average in Junior English in order to be eligible to take this course. It will meet for an additional class period each week and there will be additional reading during

the summer and other vacations. Students must sit for the AP Literature and Composition exam in May. In addition students will take vocabulary competency exams three times during the year.

## MATHEMATICS DEPARTMENT

The core program includes Algebra I, Geometry and Algebra II as required courses. The focus is on the symbolic language of algebra, geometric objects, sound arguments and first exposures to functions, graphing, problem solving and mathematical modeling. What lies beyond necessitates skill with computation, feeling for sensible estimates, much practice with algebraic manipulations, and experience applying appropriate concepts and strategies in given situations.

**MA 11-12: Algebra I** (two semesters\*) This is a logical development of a first course in algebra — the foundation — emphasizing basic concepts, understanding and fundamental skills. The course content includes the real number system, algebraic symbolism and its application (translating from English to mathematical language), applied problem-solving, graphs, exponents, radicals, linear and quadratic relations, factoring, rational expressions, equations and inequalities.

**MA 21-22: Geometry** (two semesters) In this course the students are introduced to Euclidean Geometry. The challenge of being able to solve problems using the components of deductive structure and employing traditional, coordinate and transformational approaches makes the course both fun and rigorous. Additionally, the course strives to integrate algebra and geometry, as these disciplines are made richer by building on each other.

**MA 31-32: Algebra II with Trigonometry** (two semesters) This is an intermediate course which redevelops the concepts of the first course and extends them to a more mature understanding of inequalities; polynomial functions; graphing techniques; conic sections; rational, real and complex number systems; and introductions to exponential, logarithmic and trigonometric functions.

Algebra I and Geometry are thus blended together in the analytic geometry of Rene Descartes. Students will also apply these concepts and skills to the solution of real world applied problems. (Students are ready for the Math Level I Achievement Test after MA 32.)

**MA 35-36: Honors Algebra II** (two semesters) This honors course offers deeper coverage of the topics considered in MA 31-32 and introduces sequences, series and probability. Students are likely to continue to MA 47-48 and MA 57-58; some will move to MA 45-46 and MA 53-54. (Enrollment requires departmental recommendation. Students are ready for the Math Level II Achievement Test after MA 36.)

\*A special section of MA 11 may (depending on enrollment) be offered in the spring semester for those requiring a fresh start in Algebra I. They will be required to complete MA 12 during the ensuing summer before entering Geometry (MA 21-22) the next September.



Placement in all higher mathematics courses is decided by the department.

**MA 41: Finite Mathematics** (FALL; half credit, not offered in 1998–99) Topics from linear functions and relations, elementary matrix algebra and linear programming — both graphical and Simplex methods — are investigated along with review of some rudimentary material. Emphasis is placed on modeling real world problems. The course is intended for students not yet ready for the traditional track (Precalculus) but for whom more mathematics will be useful in business and social science studies. A traditional precalculus course probably should follow this course prior to the study of calculus in college. (12th grade only; ready for Math Level I Achievement Test in the winter.)

**MA 42: Probability and Statistics** (SPRING; half credit, not offered in 1998–99) Through the study of elementary combinatorics, probability and descriptive statistics students will learn to deal with the plethora of data that confronts us daily. What part does chance play in our lives? What inferences can be drawn from masses of statistics? How valid are they? What do we mean when we say an occurrence is unexpected? What can be predicted? One outcome should be the recognition of the misuse of statistics by those advertisers, politicians and the like who bombard us with “evidence” for taking their positions. (The target audience is the same as that for MA 41, plus those juniors who complete MA 32 in the fall; ready for Math Level I Achievement Test in June.)

**MA 43-44: Algebra III** (two semesters) This course is intended for juniors and seniors who have already completed Algebra II but need strengthening and reinforcement before they are deemed ready to proceed to precalculus by the mathematics department. Topics in algebra, trigonometry, probability and statistics will be explored, as well as other special mathematical projects. (Students are ready for Math Level I Achievement after MA 44.)

The two Precalculus courses — MA 45-46 and MA 47-48 — continue the traditional route from arithmetic through algebra and analysis to the calculus, either in high school or college. Precalculus reviews and extends both algebraic skills with applications and the concept of a function and its applications. Students in these courses are ready for Math Level I Achievement Test if taken in December, and Math Level II Achievement Test at the June session.

**MA 45-46: Precalculus** (two semesters) The traditional route — this is a review and extension of material from the first three courses: algebraic structure and proof, the elementary functions, conic sections, sequences, the binomial theorem and mathematical induction, and elementary probability. Some introduction to the ideas of the calculus is also included. This first course beyond the Academy’s requirement is strongly encouraged as the goal of all students. It has fast become a necessary part of a fuller education, useful to those wishing to maximize their options for college majors and employment opportunities as well as those aspiring toward the sciences or mathematics. (MA 51-52 is the usual sequel.)

**MA 47-48: Honors Precalculus** (two semesters) This honors course offers deeper coverage of the material developed in precalculus along with additional topics. The elementary functions are completely explored with the assistance of a graphing calculator. Other areas such as limits, mathematical induction, polar coordinates and vectors will be included in the course. In the last third of the course, students will start AP Calculus and complete differential calculus of polynomial functions. (AP Calculus is the usual sequel.)

**MA 51-52: Applied Calculus** (two semesters) The target audience for this course includes those students who have completed the precalculus course but either are deemed not yet ready for the Advanced Placement Calculus courses (below) or have chosen not to take on the extra commitment implied in the Advanced Placement courses. Topics covered will be introductory limit theory, continuity, differential and integral calculus of elementary functions and graphing. An emphasis will be placed on applied real world problems from business, physical science and life sciences. (MA 45-46 or MA 47-48 is a prerequisite.)

**MA 53-54: AB-Calculus** (Advanced Placement; two semesters) This introduction to the calculus includes analytic geometry, introductory limit theory and continuity, differential and integral calculus of the elementary functions, geometric motivation and formalism, and applications to graphing and to economics, physical sciences and life-sciences. (MA 47-48 is the usual prerequisite; Advanced Placement Exam administered in mid-May is required.)

**MA 57-58: BC-Calculus** (Advanced Placement; two semesters) In addition to the material covered in AB-Calculus not already covered in MA 48, topics include limit theory (via sequences and epsilon-delta), continuity and convergence, power and Taylor series, elementary differential equations, methods of integration, approximation techniques, polars, vectors and parametrics. (MA 47-48 or MA 53-54 is a prerequisite; Advanced Placement Exam administered in mid-May is required.)

**MA 61-62: Advanced Topics in Mathematics** (two semesters; MINOR course not offered in 1998–99) This course is for students who have completed BC-Calculus as juniors. Study will include topics from discrete mathematics and non-linear dynamical systems, perhaps to include some topics from the calculus and problem solving. In this way the student’s background will be broadened before beginning a major in mathematics.

**MA 63-64: Advanced Topics in Mathematics** (two semesters; MAJOR course not offered in 1998–99) This course is for students who have completed BC-Calculus as juniors. Study will include topics from linear algebra and matrices and from number theory, perhaps to include some topics from the calculus and problem solving. In this way the student will develop a broader background and will be better prepared to read mathematics in college. A project is likely to be involved.



**CS 20: Introduction to Programming** (FALL; half credit) This course is an introduction to programming the computer using the languages of Basic and Pascal. The Basic language is studied so that the students may become familiar with the programming techniques of the TI-83 or TI-82 Programming Calculator. Applications pertaining to the TI 82-83 will be explored. The Pascal language part of the course is to give the student an introduction to top down modular design programming techniques. Projects commensurate with the mathematics background of the student will be emphasized. (Grades 9, 10, 11 or 12; no prerequisite required. Enrollment limited to 10 each semester.)

**CS 40: C++ Programming** (SPRING; half credit) This is an introductory course in computer programming using the C++ language on the Macintosh Computer. The course covers such topics as top down design, modularity in program, repetitive and conditional execution, parameter passing, recursion and some sorting techniques. The focus of the course will be structured programming style. Procedural and object-oriented programming will be studied. Students will be required to develop programs commensurate with their background and interests. There is no prerequisite for this course, but it is essential that the student be familiar with the concepts of algebra. (Grades 9, 10, 11 or 12. Enrollment limited to 14 each semester.)

#### NOTES:

1. The department strongly encourages all students to enroll in mathematics courses every semester. Students who wish to keep open as many college major options as possible or who are aiming for engineering or business will need to study mathematics in all four years.
2. Placement in courses subsequent to Geometry will be determined by the department's recommendation. Exceptions require written permission of the chairman and the current teacher.
3. Students who have completed precalculus (MA 45-46 or 47-48) are advised to take the Math Level II Achievement Test. Those who are only halfway through precalculus or at the end of Algebra II and Algebra III are advised to take the Math Level I Achievement Test. Those who have not completed Algebra II are not fully prepared for either test.
4. Very strong students of Algebra I (B+ or better) who have more than an abiding interest in mathematics/science may take Geometry and Honors Algebra II concurrently in the 10th grade with the approval of the Advisor, the Department Chairman, and the Academic Dean. It is not permitted to double up with Geometry and regular Algebra II trying to accelerate a full year in the mathematics program.
5. Students completing the Mathematics requirement prior to the 11th grade who wish to terminate MA 43-44 or the study of mathematics must earn departmental approval on Level I Achievement or else enroll in MA 45-46. Only

very special circumstances would warrant approval of termination of mathematics study before the senior year.

6. Students enrolled in any of the following upper-level courses may not discontinue these year-long commitments at semester break in January: MA 43-44, MA 45-46, MA 47-48, MA 51-52, MA 53-54, MA 57-58, MA 61-62 and MA 63-64.
7. Students enrolled in any of the following upper-level courses may not discontinue these year-long commitments at semester break in January: MA 43-44, MA 45-46, MA 47-48, MA 51-52, MA 53-54, MA 57-58, MA 61-62 and MA 63-64.
8. Students will be required to have a graphing calculator throughout the mathematics program. Beginning with MA 31-32, they will be required to use an advanced scientific graphing calculator made by Texas Instruments — the TI 83. Computer software packages in spreadsheets, graphing programs and statistics programs will also be woven into the program's curriculum.

## HISTORY AND SOCIAL STUDIES DEPARTMENT

**HS 11-12: Heritage and Identity** (two semesters) This introductory course teaches basic skills and examines how historical heritage and personal decision-making shape values and identity. A different topic is studied in-depth each quarter: the Constitution of the United States and the rights and responsibilities of American citizenship; a non-Western culture (such as, for instance, India); the Holocaust (using the *Facing History and Ourselves* curriculum); and an examination of local, national and world geography that focuses on environmental issues as well as the student's own sense of roots and place. (Normally in 9th grade.)

**HS 21-22: Modern European History** (two semesters) The first quarter examines the significance of the impact of revolutionary ideas in western Europe, from the Renaissance and Reformation through the Enlightenment and from the Scientific Revolution to the Industrial Revolution, including the advent of Marxism. Two political revolutions that result are studied in the second quarter: the French Revolution and the Russian Revolution of 1917. The march of nationalism to imperialism and The Great War is the focus of the third quarter while modern totalitarianism, in the form of Nazism and Stalinism, is studied in the last quarter. (Normally in 10th grade.)

**HS 31-32: United States History** (two semesters) This chronological survey focuses upon significant governmental, social and economic issues and developments in the nation's history. Students work from primary and secondary sources, write frequent position papers and analytical essays, and research and write a 10–15-page thesis. (Prerequisite: two semesters of history; 11th or 12th grades.)

**HS 33-34: AP United States History** (Advanced Placement; two semesters) This section will undertake a more intensive study of American history. The syllabus will emphasize work with documents, and analytical work in political, economic, constitutional and social history of the United States. Students are required to take the AP exam in May, and to write a major research paper. (Departmental approval is required; 11th or 12th grades.)

All remaining History Department courses have a prerequisite of U.S. History, and are generally limited to one section:

**HS 37: Post-War America** (FALL; half credit) “From Yalta to Megatrends” — This course will cover the dramatic emergence of the United States following the Second World War, through the impending Cold War, Vietnam and Watergate. We will also consider America in the 80s under President Reagan and conclude by speculating about the future. A focus of the course will be comparing the 50s to the 60s and discussing which decade best fulfills the ideals that America professes. (Normally in 12th grade.)

**HS 39: Women’s Issues in American History** (FALL; half credit) This course will chart the struggle for women’s equality beginning with the colonial period and ending with an examination of the status of women in America today. Topics to be examined include the campaign for women’s suffrage, the advancement of women’s educational opportunities, the role of women in reform movements, and the modern feminist movement. (Normally in 12th grade.)

**HS 41: Modern Chinese History** (FALL; half credit not offered in 1998–99) The course examines the collapse of “traditional China,” the rise of Communist China and the agonies it has undergone as it has attempted to join the twentieth-century world. (Normally in 12th grade.)

**HS 44: African History** (SPRING; half credit) This course will focus on sub-Saharan Africa, examining traditional societies, the impact of colonialism and recent social, political and economic developments in the post-colonial period. Although emphasizing the diversity within the continent, the course will also provide a basic framework by which to study the region. (Normally in 12th grade.)

**HS 45: Russian History** (FALL; half credit) This course stresses political, social, and geographic factors in the development of modern Russia. Political thought and modernization are important themes throughout the course, which will emphasize the period — history and literature — from the turn of the century to the present. (Normally 11th or 12th graders.)

**HS 48: Middle Eastern History** (SPRING; half credit) This course will emphasize the history of the Middle East, particularly the Arab-Israeli conflict, during the twentieth century, especially after World War II. Political, social, religious and economic developments, as well as current issues, will be dealt with in readings and discussions. (Normally in 12th grade.)

**HS 51: Macroeconomics** (FALL; half credit)

This course undertakes a detailed study of the national economy. Production, savings and investment, consumption, inflation, unemployment and income distribution are studied closely. The tools of economic science are examined, as well as traditional demand and supply analysis. The thoughts and theories of Adam Smith are investigated as well. Students also write several case studies and participate in a stock market project. (Normally in 12th grade.)

**HS 52: Microeconomics** (SPRING; half credit) In this course the student will undertake a detailed examination of firms and industries within the world and national economy. Prices and allocation, the market in movement, market failures, as well as the operation of firms under varying forms of competition are studied from a theoretical as well as practical standpoint. The lives and works of economists are investigated, with special emphasis placed on the works of John M. Keynes and Karl Marx. Students also write several case studies and participate in a stock market project. (Normally in 12th grade.)

**HS 63-64: Introductory Psychology** (FALL or SPRING; half credit) This course introduces students to the discipline of psychology as a science and to the actual practice of psychology. Areas covered include methods and history, physiological bases of behavior, perception, learning, cognition and motivation. Also addressed are the major areas of personality theory, developmental psychology, psychopathology and treatment of psychological disorders. Students interested in taking the AP exam in Psychology should take this course in the spring. (12th grade only.)

**HS 65: American Society: Prejudice and Discrimination in America Today** (FALL; half credit) The first semester of this course looks at how African-Americans, native Americans and Hispanics are discriminated against socially, politically and economically in America today through contemporary literature and film. (Normally in 12th grade.)

**HS 66: American Society: Prejudice and Discrimination in America Today** (SPRING; half credit) The second part of this course examines through essays, contemporary literature and film, how women and homosexuals are discriminated against socially, politically and economically in America today. (Normally in 12th grade.)

## FOREIGN LANGUAGE DEPARTMENT

### French

**FR 11-12: French I** (two semesters) This course introduces fundamental French communication skills, both oral and written. Basic grammar is presented along with an introduction to French civilization and readings. Most course work is conducted in French, and audio/video cassettes are utilized to enrich classroom instruction.

**FR 21-22: French II** (two semesters) This course reviews and extends the goals of First Year French. Most course work is conducted in French, and audio/video cassettes are utilized to enrich classroom instruction.



**FR 31-32: French III** (two semesters) In this course the mastery of basic communicative skills continues (including a basic review of grammar), while the student is also introduced to French literature and history. Most course work is conducted in French and audio/video cassettes are utilized to enrich classroom instruction.

**FR 33-34: Accelerated French III** (two semesters) This course is a more rigorous and intensive version of FR 31-32 described above. It is designed for the more motivated and capable foreign language student. Course work is conducted in French. Strong course performance helps students to prepare for the (optional) French SAT II Test and for advancement to Accelerated French IV.

**FR 41-42: French IV** (two semesters) Emphasis in this course is placed on an intensive review of grammar and vocabulary, in order to further develop all communicative skills. Readings from various sources are also studied. Audio/video cassettes are utilized to enrich classroom instruction. Course work is conducted in French. Strong course performance helps students to prepare for the (optional) French SAT II test.

**FR 43-44: Accelerated French IV** (two semesters) This course is a more rigorous and intensive version of FR 41-42 described above. It is designed for the more motivated and capable foreign language student. Course work is conducted in French. Strong course performance helps students to prepare for the (optional) French SAT II test and for advancement to Advanced Placement French V.

**FR 51-52: French V** (two semesters) The description for this course is the same as that for FR 41-42. The syllabus is alternated from year to year so that students at both levels can study in the same "class" without duplication. Audio/video cassettes are utilized to enrich classroom instruction. Course work is conducted in French. Strong course performance helps students to prepare for the (optional) French SAT II.

**FR 53-54: Accelerated French V** (two semesters) This course is designed to prepare advanced language students for the demanding Advanced Placement Examination in French. An intensive review of grammar, vocabulary and literature is conducted. Once enrolled in this course, students are involved in a rigorous course of instruction and required to take the Advanced Placement Examination in addition to other course assessments.

**FR 91-92: French Independent Study** (two semesters; MINOR course) This individualized literature tutorial is available to motivated students with near native language proficiency, only with instructor recommendation and departmental approval. Requires planning with and written consent from the current Foreign Language Department instructor at the time of registration. (Note: This course is not open to native speakers.)

#### German

**GR 11-12: German I** (two semesters) Basic communication skills, both oral and written, are introduced in this course, with an emphasis on idiomatic conversation. Some elementary readings are introduced. Most course work is conducted in German, and audio/video cassettes are utilized to enrich classroom instruction.

**GR 21-22: German II** (two semesters) Basic mastery of grammar underpins this course, with more emphasis on writing and vocabulary acquisition. Students develop a broader, more confident active command of the language as well. Readings serve to introduce students to more idiomatic expressions. Most course work is conducted in German and audio/video cassettes are utilized to enrich classroom instruction.

**GR 31-32: German III** (two semesters) Concentrated work in communication skills as well as actively using correct grammar highlight this course. The student is also introduced to German civilization, history, and literature. Films and outside speakers are part of the course as well. Course work is conducted in German and audio/video cassettes are utilized to enrich classroom instruction.

**GR 41-42: German IV** (two semesters) This course includes an intensive review of grammar, regular writing assignments, discussion of current events and a survey of German literature. Completion of this course helps prepare the student for the (optional) German Language SAT II test. Course work is conducted in German and audio/video cassettes are utilized to enrich classroom instruction.

**GR 51-52: German V** (two semesters) The description for this course is the same as that for GR 41-42. The syllabus is alternated from year to year so that students at both levels can study in the same "class" without duplication. (With departmental approval, students may opt to participate in the Advanced Placement Examination Program, which necessitates *rigorous independent study*. Those students will have the designation "AP" added to their transcripts and will be required to take the AP exam, in addition to the other course assessments.)

**GR 91-92: German Independent Study** (two semesters; MINOR course) This individualized literature tutorial is available to motivated students with near native language proficiency, only with instructor recommendation and departmental approval. Requires planning with and written consent from the current Foreign Language Department instructor at the time of registration. (Note: This course is not open to native speakers.)

#### Latin

**LT 11-12: Latin I** (two semesters) This course presents basic grammar, forms and vocabulary. Elementary Latin readings are considered, and much work on translation takes place. An introduction to Roman culture and its influence on Western Civilization is part of the course. Students take the Level I National Latin Exam.

**LT 21-22: Latin II** (two semesters) The study of basic and more complex grammar, forms, vocabulary and translation continues in this course. Students progress from reading edited Latin toward adapted selections from a variety of Roman authors. An introduction to mythology is part of the course. Students take the Level II National Latin Exam.

**LT 31-32: Latin III** (two semesters) In addition to an intensive review of grammar, forms and vocabulary, this course focuses on Latin readings concerning events from the first centuries B.C. and A.D. Emphasis is



placed on improving translation skills and the discussion of literary and cultural themes. An introduction to Latin verse is included in the second semester. Students take the Level III National Latin Exam. Completion of this course prepares the student for the (optional) Latin SAT II test.

**LT 41-42: Latin IV** (two semesters) This course continues to emphasize grammar and vocabulary review, and to strengthen translation skills. The focus of the course is literary, with Vergil's *Aeneid*, the poetry of Horace and Catullus, and the writings of other authors providing the course readings. The elements of Latin poetry are studied further, and the Level IV National Latin Exam is offered. (With departmental approval, students may opt to participate in the Advanced Placement Examination Program, which necessitates rigorous independent study. Those students will have the designation "AP" added to their transcripts and will be required to take the AP exam, in addition to the final exam.)

**LT 51-52: Latin V** (two semesters) The description for this course is the same as that for LT 41-42. The syllabus is alternated from year to year so that students at both levels can study in the same "class" without duplication. The Level V National Latin Exam is offered. (With departmental approval, students may opt to participate in the Advanced Placement Examination Program, which necessitates rigorous independent study. Those students will have the designation "AP" added to their transcripts and will be required to take the AP exam, in addition to the final exam.)

**LT 91-92: Latin Independent Study** (two semesters; MINOR course) This individualized literature tutorial is available to motivated students with excellent language proficiency, only with instructor recommendation and departmental approval. Requires planning with and written consent from the appropriate Foreign Language Department instructor at the time of registration.

## Spanish

**SP 11-12: Spanish I** (two semesters) This course introduces fundamental Spanish communication skills, both oral and written. Basic grammar is presented along with an introduction to Hispanic Civilization and readings. Most course work is conducted in Spanish and audio/video cassettes are utilized to enrich classroom instruction.

**SP 15-16: Practical Applications in Spanish I** (two semesters) This course is similar to SP 11-12 but presents Spanish language mastery instruction primarily from a communicative approach. Most course work is conducted in Spanish and audio/video cassettes are utilized to enrich classroom instruction. Enrollment is limited to those students in tenth grade and above who are specifically recommended by the Language Department. Once admitted, students must complete their language requirement within this track.  
**Note: This is not an elective course.**

**SP 21-22: Spanish II** (two semesters) This course reviews and extends the goals of first-year Spanish. Most course work is conducted in Spanish and audio/video cassettes are utilized to enrich classroom instruction.

**SP 25-26: Practical Applications in Spanish II** (two semesters) This course is similar to SP 21-22 but presents Spanish language mastery instruction primarily from a communicative approach. Course work is conducted in Spanish and audio/video cassettes are utilized to enrich classroom instruction. Enrollment is limited to those students in 10th grade and above who are specifically recommended by the Language Department. Once admitted, students must complete their language requirement within this track.  
**Note: This is not an elective course.**

**SP 31-32: Spanish III** (two semesters) In this course the mastery of basic communicative skills continues (including a basic review of grammar), while the student is introduced to Hispanic literature and culture. Most course work is conducted in Spanish and audio/video cassettes are utilized to enrich classroom instruction.

**SP 33-34: Accelerated Spanish III** (two semesters) This course is a more rigorous and intensive version of SP 31-32 described above. It is designed for the more motivated and capable foreign language student. Course work is conducted in Spanish. Strong course performance helps students to prepare for the (optional) Spanish SAT II test and for advancement to Accelerated Spanish IV.

**SP 35-36: Practical Applications in Spanish III** (two semesters) This course is similar to SP 31-32 but presents Spanish language mastery instruction primarily from a communicative approach. Course work is conducted in Spanish and audio/video cassettes are utilized to enrich classroom instruction. Enrollment is limited to those students in 10th grade and above who are specifically recommended by the Language Department. Once admitted, students must complete their language requirement within this track.  
**Note: This is not an elective course.**

**SP 41-42: Spanish IV** (two semesters) Emphasis in this course is placed on an intensive review of grammar and vocabulary, in order to further develop all communicative skills. Readings from various sources are also studied. Audio/video cassettes are utilized to enrich classroom instruction. Course work is conducted in Spanish. Strong course performance helps students to prepare for the (optional) Spanish SAT II test.

**SP 43-44: Accelerated Spanish IV** (two semesters) This course is a more rigorous and intensive version of SP 41-42 described above. It is designed for the more motivated and capable foreign language student. Course work is conducted in Spanish. Strong course performance helps students to prepare for the (optional) Spanish SAT II test and for advancement to Advanced Placement Spanish V.

**SP 51-52: Spanish V** (two semesters) The description for this course is the same as that for SP 41-42. The syllabus is alternated from year to year so that students at both levels can study in the same "class" without duplication. Audio/video cassettes are utilized to enrich classroom instruction. Course work is conducted in Spanish. Strong course performance helps students to prepare for the (optional) Spanish SAT II test.



**SP 53-54: Accelerated Spanish V** (two semesters)

This course is designed to prepare advanced language students for the demanding Advanced Placement Examination in Spanish. An intensive review of grammar, vocabulary and literature is conducted. Once enrolled in this course, students are involved in a rigorous course of instruction and required to take the Advanced Placement Examination in addition to other course assessments.

**SP 91-92: Spanish Independent Study** (two semesters: MINOR course) This individualized literature tutorial is available to motivated students with near native language proficiency, only with instructor recommendation and departmental approval. Requires planning with and written consent from the current Foreign Language Department instructor at the time of registration. (Note: This course is not open to native speakers.)

**NOTES:**

1. **Native Speakers:** Those native speakers who need co-validation for their government/school must take an advanced level examination. Upon successful completion, credit will be granted by the department. Should a native speaker elect to take a foreign language, it must be a language other than the student's native language.
2. Students must take three consecutive levels (years) of the same foreign language to fulfill the Governor Dummer Academy graduation requirement. Those students considering selective colleges should plan to take at least four years of one foreign language. Such institutions are impressed by students who take the full sequence of one language.
3. Capable foreign language students are encouraged to begin an additional foreign language at GDA while continuing advanced study of the first foreign language.
4. Foreign language students at Governor Dummer Academy have a number of enrichment opportunities which include: exchanges, trips abroad, language club outings, audio/video cassette presentations, daily foreign language satellite and cable news programming and extensive Internet access to foreign language periodicals, newspapers and Web pages.

## SCIENCE DEPARTMENT

**SC 11-12: Science 2000** (two semesters; required of all 9th graders.) An interdisciplinary study of the major scientific disciplines and the central unifying themes of science which will provide the background and skills necessary for further study of chemistry, biology and physics. Emphasis is placed on laboratory work and field studies of the local environment as well as the development of computer literacy and environmental awareness.

**Upper-Class Science Courses:**

**SC 10: Health** (one quarter; MINOR course) The focus of this course will be toward the acquisition of health knowledge and decision-making skills which will encourage students to promote wellness, avoid injury and prevent disease. In learning to appreciate one's role in the health and well-being of self, family, and community, students should acquire lifelong healthy habits and practices.

**SC 21-22: Biology** (two semesters) A hands-on approach to biology with emphasis on laboratory observation and experimentation, unity, interaction, and continuity of life. The student is introduced to the nature of science through biological models. (10th, 11th or 12th grades.)

**SC 23-24: Accelerated Biology** (two semesters) An introductory biology course emphasizing the relationships among living things at each level of organization. Laboratory work illustrates and emphasizes these relationships. (Prerequisite: one year of chemistry; also recommended: physics; 10th, 11th or 12th grades.)

**SC 25-26: AP Biology** (two semesters) This course is designed to prepare students for the College Board Advanced Placement exam in biology. This course covers the material expected in a first-year college level introductory biology course. This course meets for one additional laboratory period, compared to a standard GDA science course.

**SC 27: Ecology** (FALL or SPRING; half credit) This course begins by introducing students to the basic concepts of ecology: the relationships between organisms, the elements in the environment and the concept of evolution. These ideas are used as the underpinning for later discussions of the pressing environmental issues we face today. Many laboratories are conducted outdoors with the integration of computer simulations and indoor lab work to bolster understanding. (Prerequisite: one year of biology, and one year of chemistry or physics — completed or being studied concurrently; 11th or 12th grades.)

**SC 28: Marine Science** (FALL or SPRING; half credit) This study is a second-year science course considering the basic principles of biology as they relate to the oceans. Consideration also will be given to the geology, chemistry and physics and ecology of marine systems. (Prerequisite: one year of biology, and a year of chemistry or physics — completed or being studied concurrently; 11th or 12th grades.)

**SC 31-32: Chemistry** (two semesters) A general introduction to chemical theory and laboratory procedures. (10th, 11th or 12th grades.)

**SC 33-34: Accelerated Chemistry** (two semesters) An introductory course for students with strong aptitudes and a strong interest in science. This course offers a more rigorous and comprehensive introduction to chemical theory and laboratory technique than is offered in regular sections of chemistry. (10th, 11th or 12th grades.)



**SC 35-36: Applied Chemistry** (two semesters) In this laboratory course students will learn basic chemical principles through investigation of chemistry's impact on society. Environmental issues currently confronting our society and the world will serve as a basis for introducing the chemistry needed to understand them. Students will explore how chemical concepts apply to their daily lives and the world around them. (10th, 11th or 12th grades.)

**SC 37-38: Advanced Chemistry** (two semesters; MINOR course) Advanced chemistry is a review and further development of the first-year chemistry course. It includes projects or topics chosen by the students and the instructor as time permits. Completion of two years of chemistry, or Accelerated Chemistry followed by Advanced Chemistry, results in an introduction to all the major topics in a college freshman chemistry curriculum. (Prerequisite: One year of chemistry; 11th or 12th grade, with permission of the department.)

**SC 41-42: Physics** (two semesters) This course is designed for the student who probably won't major in science or engineering in college, but who wants to be exposed to the concepts of physics in order to be a truly educated and aware citizen of the 21st century. An extensive amount of laboratory work using micro-computer-based equipment is involved. The development of problem-solving skills using basic algebra and the rudiments of trigonometry is also a goal of the course. At the completion of the course, the student should be more able to make responsible decisions regarding science in an age of increasing technological complexity. (11th or 12th grade.)

**SC 43-44: Accelerated Physics** (two semesters) This is an introductory physics course covering traditional topics in mechanics, dynamics, wave motion, modern physics and electricity. While an experimental approach to developing concepts is emphasized, problem solving also is stressed. The course includes outside activities such as Amusement Park Physics and Physics Olympics. It is not intended to be an AP course, but is a prerequisite for Advanced Physics. Students must have completed MA 31-32. (11th or 12th grades.)

**SC 45-46: Conceptual Physics** (two semesters) Conceptual Physics is a laboratory course that builds understanding with concepts before computation. Physical phenomena are explained in English first. Physics algebraic relationships are then used as guides to thinking. Finally, physics problems are solved as a way of verifying students' understanding of concepts. The course deals with mechanics, kinematics, wave theory and other topics. The texts for the course are *Conceptual Physics* by Hewitt, *Problem Solving Exercises in Physics* by Hickman. Extensive use is made of the software program Interactive Physics to model physical systems. Students must complete Algebra II prior to taking this course.

**SC 47-48: Advanced Physics** (two semesters; MINOR course not offered in 1998-99) A review and continuation of Physics with further development of electricity, magnetism, atomic structure, rotational mechanics, thermodynamics, relativity and quantum

mechanics. This course is especially useful to those students planning to take the Physics Achievement Test in December. (Prerequisite: One year of physics; generally 12th grade, with permission of the department.) Students can also prepare for the AP exam; concurrent calculus is recommended.

**SC 55-56: AP Physics** (two semesters; not offered in 1998-99) A second-year physics course which covers the concepts of the B-level College Board Advanced Placement exam. There is special emphasis on electricity, magnetism, quantum mechanics, thermodynamics, angular motion and relativity. While not a laboratory course per se, experiments will often be included in the curriculum.

**SC 51: Electricity I** (one semester; not offered in 1998-99) A course in DC and AC network analysis. Resistive, capacitive and inductive elements are examined in various circuits. The course has a heavy laboratory orientation and is particularly useful for those studying chemistry and planning to study physics. (10th, 11th or 12th grades; not offered 1998-99)

**SC 54: Electricity II** (one semester; not offered in 1998-99) A programmed, independent-study course in advanced circuit analysis, tubes and transistors, and basic electronic devices such as power supplies, amplifiers and oscillators. (11th or 12th grades; not offered 1998-99)

**SC 81-82: Science Honors Research Program** (two semesters) This "extra credit" program applies to any science course. A research project — including readings, laboratory work, a paper and a defense — can be applied for by consulting the teacher of the student's current science course, approval at the department's discretion. Successful participation produces an accounting in the grade for the primary course and attachment of the designation, "Honors." This provides the student the opportunity to DO some science.

**SC 91-92: Independent Study in Science** (FALL or SPRING; MINOR course) Requires planning with and written consent of a Science Department instructor at the time of registration; i.e., prior to June 1.

#### NOTES:

1. All students, especially those contemplating studying science, engineering or medicine in college should include chemistry, biology and physics in their programs; they should plan to take a College Board Achievement Test in at least one science along with mathematics.
2. Potential science, engineering or pre-med majors are strongly urged to take chemistry first and then (accelerated) biology or physics.
3. Potential science, engineering or pre-med majors who plan to study each of the three basic science courses are advised to follow the sequence: chemistry, physics, accelerated biology. Advanced minor courses in chemistry and/or physics are strongly recommended.



4. In all cases, students should follow the recommendations of the science department. Any deviation from these recommendations must be approved by the chairman of the science department.

*NOTE: The remaining offerings, except for Introduction to the Fine Arts and Performance, are NOT open to 9th graders.*

## FINE ARTS DEPARTMENT

**FA 11-12: Introduction to the Fine Arts** (two semesters: MINOR course) Students are introduced to the world of fine and performing arts through both historical and applied, creative experiences. The course considers choral work, music, theater and movement, and two- and three-dimensional visual arts/drawing. It also provides exposure to the faculty of the Fine Arts Department. (Required of all 9th graders.) There is a student charge for materials of \$12.

### Visual Arts

**VA 21: Animation Course** (FALL or SPRING; half credit) This is an introduction course for students who are interested in learning the process of making an animated film. The student will be introduced to animated filmmakers, as well as different types of animation. They will be required to make a storyboard, write a script, edit and put sound to their film. The major part of the course is involved in completing a three-minute film. Classes meet for 90 minutes, twice each week. A lab fee of \$40 is required.

**VA 23-24: Computer Art** (FALL or SPRING; half credit) The student will produce works of art using various computer programs, including Adobe Photoshop, Fractal Design Painter, Avid Videoshop, Adobe Premiere, Specular LogoMotion and others. A lab fee for storage (Bernoulli or Syquest cartridge) is required. Limited to eight students.

**VA 31-32: Ceramics Studio** (FALL or SPRING; half credit) This studio course offers instruction in basic pottery, including design and the study of various techniques from "Raku" to wheel throwing, glazing and kiln use. Ninety-minute classes meet twice a week. There is a student charge for materials of \$50. (Limited to one section per semester.)

**VA 33-34: Intermediate Ceramics Studio** (FALL or SPRING; half credit) This studio course is for the more serious pottery student who wishes to continue to explore further with sculpture and hand-building techniques and more advanced wheel work. The student will also learn about different temperature firings such as Saggar, Pit and Smoke firings in addition to learning how to fire the kilns.

**VA 35-36: Advanced Ceramics Studio** (FALL or SPRING; half credit) This studio course is for the serious art student who will do considerable independent work in addition to in-class assignments on the wheel and handbuilding. Emphasis in this course will be on glazing techniques and the study of chemistry involved in formulating glazes.

**VA 41-42: Photography Studio** (FALL or SPRING; half credit) This is a basic studio course in black-and-white photographic techniques with emphasis on visual perception and expression, the camera and darkroom skills. A 35-mm camera with adjustable aperture and shutter speed, plus a light meter, is advisable but not required. Students show their work in exhibits throughout the year, and their work is often reproduced in various school publications. Ninety-minute classes meet twice a week. There is a lab fee of \$35 and students typically spend another \$75 to \$100 for personal photographic supplies. (Seats reserved in equal numbers for all three upper classes.)

**VA 51-52: Introductory Studio Art** (FALL or SPRING; half credit) This course is designed for the student who wishes to explore art and is curious to learn something about the creative process. Specific assignments will be given in which the student will explore self-expression in various media. Emphasis will be placed on basic color theory, two-dimensional drawing, design and papier-mâché, and three-dimensional design. Projects will be assigned in the following media: pencil, block print, acrylic painting. Student work will be shown in both annual student exhibits. Classes meet for 90 minutes twice each week. A lab fee of \$40 is required. (Limited to one section per semester.)

**VA 53: Intermediate Studio Art** (SPRING; half credit) This is an intermediate course for the more serious art student who wishes to explore further the media covered in the introductory course. Emphasis will be placed on drawing and painting, with attention given to the Advanced Placement requirements. One-hour classes meet four times per week; work required for exhibit. (Prerequisite: VA 51 and the instructor's permission or, for the serious experienced student, a portfolio for audition.) A lab fee of \$30 covers the cost of supplies.

**VA 57-58: Advanced Studio Art** (Advanced Placement; two semesters) This course is for the student with a serious commitment to studio art, who is interested in fulfilling Advanced Placement requirements. Considerable independent work is expected along with in-class assignments. Students will devise their independent program, conceive and carry out their projects. The first semester will be focused on drawing and painting with particular emphasis on the human form. The second semester focus will be on a concentration and preparation for the A.P. in May. Four hours of supervised work and one hour of independent work per week. (Permission of the department and VA 53 are normal prerequisites.) A lab fee of \$60 is required.

**VA 91-92: Independent Study in Visual Arts** (FALL or SPRING; MINOR course) Individual study in a topic as arranged by the student in consultation with an instructor from the department. Students meet together once each week to discuss their work. (Prerequisite: VA 51.) A lab fee of \$40 is required.



## Performing Arts

**PA 21-22: Electronic Music Composition** (FALL or SPRING; half credit) This course is designed to allow the student to be creative in the world of sound. The electronic music studios are substantial, including various synthesizers, computers, samplers, effect processors and two-, four- and eight-track tape decks. No musical or electronic background is required, but it is helpful. (Limited to one section each semester.)

**PA 23-24: Chamber Orchestra/Ensemble** (two semesters; MINOR course) In this course, students will learn and perform chamber music. Music will be drawn from standard and contemporary repertoire. The ensemble will perform regularly in Fine Arts concerts and as the needs of the Academy dictate. Chamber Ensemble is a performance-oriented course. It will stress the development of musical abilities through individual practice, rehearsals and regular performance. (Prerequisite: rudimentary fluency on a chamber musical instrument.)

**PA 25-26: Jazz Band** (two semesters; MINOR course) In this course, students will learn and perform music from the jazz-rock repertoire. The band will perform regularly in Fine Arts concerts and as the needs of the Academy dictate. Jazz Band is a performance-oriented course. It will stress the development of musical abilities through individual practice, rehearsals and regular performance. (Prerequisite: rudimentary fluency on a musical instrument.)

**PA 27-28: Chorus** (two semesters; MINOR course) In The Academy Singers, the oldest performing ensemble of the Academy, students will learn and perform vocal music from all periods from the standard repertoire to contemporary songs. The chorus will perform regularly in Fine Arts concerts and as the needs of the Academy dictate. Chorus is a performance-oriented course. It will stress the development of vocal musical abilities through individual practice, rehearsals and regular performance.

**PA 41-42: Music Theory** (two semesters) Introduction of the student to the basic elements of music through performance, composition, and improvisation stressing contemporary, classical, jazz and rock styles. The student is required to bring his instrument to class. The course is a combination of history, theory and performance and, at the same time, provides the proper stimuli for accelerated individual progress while engaging in a team of "family group" endeavor. (Intermediate fluency on an instrument and an audition are required for enrollment.)

**PA 43-44: Advanced Improvisational Music** (two semesters; MINOR course) A continuation of the theory workshop course with an emphasis on performance and on in-depth analysis of major jazz and rock styles. This course is particularly effective in the small, private school music curriculum for it is ideally suited for a small ensemble, of any orchestration, and deals with the many aspects of jazz, the music that is so uniquely American. (An audition and a previous theory course are prerequisites.)

**PA 47-48: Advanced Vocal Technique** (two semesters; MINOR course) 12–24 member intermediate to advanced vocal group, focusing on 3–4 part music. Audition required.

Class requirements include:

1. Attendance at all concerts with all materials memorized.
2. Maintain proper stage dress and decorum.
3. Must take active leadership roles within AVT, shows and/or instrumental music.
4. Out-of-class practice for 30 minutes 5 times a week on musical activities, for example: private lessons, guild, voice concert, musical, electronic music, etc.
5. Respect for section leaders and active involvement in independent group work.
6. Responsible for being a section leader in chorus or instrumental music.
7. Maintain journal throughout the year teaching your insights, frustrations and accomplishments.
8. Students will complete this course able to read music, both treble and bass clefs.

**PA 49-50: Advanced Voice and Performance** (two semesters; MINOR course) 8–12 member advanced vocal group, focusing on 4–6 part a cappella music and stage presentation. Audition required.

Class requirements include:

1. 45 minutes out-of-class practice, 5 times a week minimum, while maintaining journal.
2. Attendance at all concerts and performances with all materials memorized.
3. Maintain proper stage dress and decorum.
4. Must take active leadership roles in shows or instrumental music.
5. Summer repertoire prepared for first class day, 3–5 selections.
6. Summer music project which will include listening and selecting pieces for class study.
7. Be prepared to rearrange tutoring and extra help so they do not interfere with class time.
8. Be prepared to lead class warm-ups, teach pieces of music, develop arrangements and work in independent groups.

**PA 63-64: Musical Theater** (FALL or SPRING; half credit) This is a performance-based class with an emphasis on tap dancing. Designed each year to conform to the characters and abilities of its students, the class develops coordination, rhythm, body-memory retention and presentation. This class is not necessarily designed for the trained theater student, but rather for anyone who has an interest in theater and a desire to have fun. (Must have access to tap shoes; borrow, purchase, etc...).

**PA 91-92: Independent Study in Performing Arts** (FALL or SPRING; MINOR course) Individual study in a topic as arranged by the student in consultation with an instructor from the department prior to June 1, for semester one and prior to December 1, for semester two.



*Private Lessons* Individual weekly lessons on most instruments, voice, and dance are available at approximately \$200 per quarter. Most orchestral instruments, piano, guitar and organ are possibilities.

NOTE: Because the number of sections offered in each of the arts courses is limited and the number of seats in each studio is limited, the student must indicate both a first and a second choice in any one semester on the course registration form.

## SEMINARS

**HS 81-82** — This is an “extra credit” seminar that meets for 90 minutes in the evening every other week. The course is not graded but a weight is added to the student’s grade point average based upon quality of participation and preparation.

The seminar focuses on issues which cut across disciplines and cover a wide range of topics. Students petition to enter the course and it is open to students from all grades.

## SPECIAL NOTE RE: SENIOR SPRING PROJECTS

Some seniors intend to participate in the Senior Spring Projects Program and may wish to petition for release from some of their courses for the fourth quarter. Certain courses have restrictions or prohibitions governing this situation. Thus, SENIORS- and JUNIORS-TO-BE may wish to study the special information below detailing course constraints for consideration in planning their courses for the next two years. The information also is included with project planning guidelines normally published in November. Seniors-to-be seriously contemplating participation in the program are asked to so signify on the salmon-colored course registration sheet now.

### Senior Spring Term Projects

The following recommendations are proposed for the Spring Term Projects. We would like to emphasize that a Senior Spring Term Project is a privilege, not a right. This valuable experience helps students become more independent and mature.

All projects are subject to the approval of the SSTP Committee and must meet all of the following conditions:

1. Students must maintain at least a C– overall grade point average (1.7) in their courses in order to take a Senior Spring Term Project through the third quarter. A student who wishes to do a project may petition through the Academic Dean’s office if their grade point average is lower than a C–.
2. Students may drop up to three classes but are encouraged to limit the number of courses dropped. Any courses which require an AP exam may not be dropped. No distribution requirements may be dropped for a spring term project

except for a fourth year of English. Also the following one semester courses may not be dropped: MA 42, CS 40 and HS 64.

3. If a student drops a course for the fourth quarter, he/she will not be required to take the final exam. However, the project requires a research paper, daily journal, weekly meetings and a final presentation to the committee. Failure to complete any of these requirements will result in no diploma.
4. Students must get the classroom teacher’s approval in order to drop a class. The classroom teacher will determine if the student’s performance merits leaving the class by judging a student’s overall standing in the course.

NOTE: The foregoing is subject to change without notice.

## ENDOWED SCHOLARSHIP FUNDS

Governor Dummer Academy’s scholarships are made possible through gifts from alumni/ae and friends, operating funds and income from the following funds:

### Charles Z. Abuza Memorial Scholarship

Established in 1988 by his family and friends in memory of this alumnus, Class of ’53

### George I. Alden Scholarship Fund

Established in 1989 by the George I. Alden Trust of Worcester, Massachusetts and alumni/ae

### Alumni/ae Scholarship Fund

Established and supported by Governor Dummer Academy alumni/ae to provide financial aid to deserving students

### Francis R. Appleton Fund

Established in 1909 by Francis R. Appleton

### Col. Harold H. Audet Scholarship Fund

Established in 1989 by Col. Harold H. Audet ’38 for a “day boy” from Newburyport, Massachusetts

### James Barriskill Fund

Established in 1960 in memory of the former Governor Dummer Academy master teacher (1949–1960)

### William L. Brian III Memorial Scholarship Fund

Established in 1990 by his family and classmates in honor of this alumnus, Class of ’59

### David Knowles Chilton Memorial Scholarship Fund

Established in 1986 by Mr. and Mrs. Herman Chilton in memory of their son, awarded to a student “who best demonstrates the high principles of Governor Dummer Academy”

### Kerry Carson Memorial Scholarship

Established in 1995 by her family and friends

### Edmund Coffin Coleman Scholarship Fund

Established in 1939 through the will of Elizabeth Tappan to provide aid for scholarship



**Corning Fund**

Established in 1989 by Nathan E. Corning to provide financial assistance to the children of Governor Dummer Academy Staff

**Cummings Scholarship Fund**

Established in 1948 by Mrs. Fred T. Cummings in memory of her husband and in honor of their son Allen H. Cummings, Class of 1948

**Richard Little Dodge Fund**

Established in 1940 in memory of this alumnus by his family

**Edward W. Eames Scholarship Fund**

Established in 1975 in tribute to the headmaster who led the Academy for 29 years

**Eastman Fund**

Established in 1983 by the bequest of Elizabeth Eastman Hall in memory of her nephews Robert Kimball Eastman, Jr. and Charles Bond Warner Eastman

**Vida F. Ellison Scholarship**

Established in 1989 by William G. Griffith '37 and John E. Griffith '40 for a student from Colorado or Wyoming

**Ellsworth Family Scholarship Fund**

Established in 1990 by David H. Ellsworth '48 in honor of his family

**G. Heberton Evans III Memorial Scholarship Fund**

Established in 1985 in memory of the teacher, coach and dorm parent of 34 years

**Richard Hawkes Francis Scholarship Fund**

Established in 1930 in memory of this alumnus by his family

**Friend Family Scholarship Fund**

Established in 1987 by Mirick Friend '59 and family in memory of his father Robert A. Friend

**William Pinkham Gove Scholarship Fund**

Established in 1926 by his wife and son

**Joanna Grugeon Scholarship Fund**

Established in 1990 by her family, colleagues and friends in memory of this Governor Dummer Academy master teacher

**Carl D. Hale Scholarship Fund**

Established in 1970 through the will of Grace Hale in memory of her husband to provide financial aid

**Henley Group Scholarship Fund**

Established in 1988 by the Henley Group, Inc. of Hampton, New Hampshire, to benefit a deserving student

**Janet G. Higgins Memorial Scholarship Fund**

Established in 1976 in her memory by her family and friends

**Bernard K. Holdsworth Scholarship Fund**

Established in 1987 by Clifford Holdsworth in memory of his son, a member of the Class of '44

**Ingham Scholarship Fund**

Established in 1927 by the family of the late Samuel Kellogg Ingham, whose son Dr. Charles C. Ingham became the 22nd headmaster of Governor Dummer Academy

**E. Randall Jackson Memorial Fund**

Established in 1966 by the bequest of his wife, Lillian A. Jackson, to benefit a young person from Danvers, Massachusetts

**Christian A. Johnson Endeavor Foundation Scholarship Fund**

Established in 1982 to enable a worthy student to attend an independent school

**Kitchell Family Scholarship Fund**

Established in 1989 by Frank Kitchell '35. Members of the Kitchell family who attended the Academy include Frank '35, Peter '36, Samuel '38 and Webster '48

**George Laite Scholarship Fund**

Established in memory of this alumnus from the Class of '32 by his family

**Leary Family Scholarship Fund**

Established in 1989 by Jack '48 and Mary Leary and their children, '79 '81 '82 '84 '85, to benefit a student from Newburyport, Massachusetts, demonstrating a strong personal character and financial need

**Barry Nelson Lougee Scholarship Fund**

Established in 1989 to honor this alumnus of the Class of '51 by his classmates and family

**Burton Machinist Scholarship Fund**

Established in 1987 by his family to honor this Class of '36 graduate

**David Macomber Scholarship Fund**

Established in 1978 in his memory by his family and the Class of 1957

**Magrane Family Scholarship Fund**

Established in 1994 by members of the Magrane family — Mrs. Elizabeth Magrane P'65'67, J. Scott Magrane '65 and Ross Magrane '67 — to benefit a student who contributes to all aspects of the Academy

**Christopher Marden '96 Fund for Performing Arts**

Established in 1996 in his memory by Joanne Marden and Elysa Marden '86, Christopher's mother and sister, to support the performing arts at the Academy

**Thomas McClary Mercer Scholarship Fund**

Established in 1992 by Charles A. Goodrich III '39 in appreciation for all this former English master teacher contributed to the Academy

**Montrone Family Scholarship Fund**

Established in 1988 by Mr. and Mrs. Paul Montrone P'82'87 to benefit a deserving student from the New Hampshire seacoast area



**C.W. & L.H. Morse Scholarship Fund**

Established in 1988 by the Morse family in honor of Charles W. and Louise H. Morse of Newburyport, Massachusetts, given by their sons and grandsons, seven alumni of the Academy

**Howard J. Navins Scholarship Fund**

Established in 1988 by a former student and alumni in honor of this alumnus, coach and master teacher of 41 years to recognize courage and high personal standards

**Edward Parish Noyes Fund**

Established in 1915 in memory of the former student (Class of 1873) and trustee (1895–1913) by Joseph Lee of Boston

**Ben Pearson Scholarship Fund**

Established in 1988 by Benjamin Pearson IX '44 and Anne Pearson of Byfield in honor of a five-generation relationship with Governor Dummer Academy

**Carl A. Pescosolido, Jr. '55 Award**

Established in 1992 by family and friends of Carl A. "Skip" Pescosolido, Jr., President of the Academy's Board of Trustees from 1980 to 1992. The award is presented annually to the top male and female scholar-athletes in the junior class whose academic and athletic performances exhibit the character and commitment to excellence of Carl A. Pescosolido, Jr.

**Reader's Digest Endowed Scholarship Fund**

Established in 1981 by the Reader's Digest in honor of DeWitt Wallace, its founder

**Peter R. Remis '52 and James A. Remis '84 Scholarship Fund**

Established in 1991 by Linda Remis Schwartz in memory of her husband, Peter, and son, Jamie. Peter Remis served the Academy for many years as a Trustee

**Revere Scholarship Fund**

Established in 1982 by Howard Zuker '57 for deserving students from Revere, Massachusetts

**1763 Scholarship Fund**

Established in 1946 by the Alumni/ae Association

**Arthur W. Sager Scholarship Fund**

Established in 1987 by his friend C. Thomas Tenney '39, to benefit deserving students from the state of Maine

**Ellsworth H. Sherin Memorial Scholarship Fund**

Established in 1985 by his children and employees. Ellsworth Sherin was the father of Peter Sherin '59, a GDA alumnus and former trustee.

**Senator Benjamin A. Smith II '35 Scholarship Fund**

Established in 1991 by family and friends in memory of U.S. Senator Ben Smith to benefit a deserving student

**Angel Talavera '95 Scholarship Fund**

Established in 1995 by his classmates and their parents

**Grace S. Tisdale Memorial Scholarship Fund**

Established in 1981 by Mr. and Mrs. Arthur Buettner of Auburn, Maine, in memory of Mrs. Buettner's mother

**Richard Tucker Fund**

Established in 1930 in his memory by family and friends

**Asa Wilson Waters Fund**

Established in 1930 by her bequest in honor of her son and grandson

**Timothy Rogers Whittemore Fund**

Established in 1963 in his memory, by his sophomore classmates

**Thomas N. Willins Scholarship Fund**

Established in 1990 and given in memory of his father by Thomas N. Willins, Jr., Class of '33

**Nathan N. Withington Scholarship Fund**

Established in 1990 by a classmate in honor of this alumnus, former trustee and GDA parent, Class of '58

**John Young Scholarship Fund**

Established in 1943 by Dr. John Young

## FACULTY

**Peter W. Bragdon**

*Headmaster*

Harvard College 1959, B.A.

Harvard Graduate School of Education 1960, M.A.T.

Appointed July, 1983

**Richard N. Leavitt**

*Mathematics*

Amherst College 1964, A.B.

Bowdoin College 1971, M.A.

Appointed September, 1964

**Michael A. Moonves**

*Associate Director of Development and Director of Alumni/ae-Parent Relations*

Trinity College 1966, B.A.

Appointed September, 1969

**Alexander W. White**

*Spanish*

Trinity College 1967, B.A.

New York University 1972, M.A.

Appointed September, 1971

**David S. Abusamra**

*French, Spanish*

Holy Cross College 1969, B.A.

Middlebury College 1970, M.A.

Appointed September, 1972

**Laurel E. Abusamra**

*French, Spanish*

Hollins College 1969, B.A.

Middlebury College 1970, M.A.

Appointed September, 1972

**Katherine Krall Guy**

*French, Spanish*

Oberlin College 1971, B.A.

Tufts University 1978, M.A.

Appointed September, 1977



**Stephen C. Metz***Department Chair, Science; Chemistry*

Trinity College 1972, B.S.

Boston University 1976, M.A.

Worcester Polytechnic Institute 1994, M.S.

Appointed September, 1978

**Christopher D. Stowens***Department Chair, Arts*

Colgate University 1972, B.A.

New England Conservatory of Music 1979, M.A.

Appointed September, 1978

**David D. Moore***Physics, Science 2000*

Northeastern University 1966, A.B.

Clarkson College 1970, M.S.

Appointed September, 1980

**Roberta W. Britton***Art*

University of Colorado 1959, B.A.

Goddard College 1974, M.S.

Appointed September, 1982

**Lynda F. Bromley***Dean of Students; English*

University of Vermont 1969, B.A.

Antioch College 1993, M.Ed.

Appointed September, 1983

**Elizabeth A. Ruhl***School Counselor; History*

Gordon College 1978, B.A.

Northeastern University 1979, M.Ed.

Appointed September, 1984

**Michael H. Karin, Jr.***Mathematics, Computer Science*

Bates College 1985, B.S.

University of New Hampshire 1993, M.S.T.

Appointed September, 1985

**A. John Seufert, Jr.***Department Chair, Foreign Languages; German*

Boston College 1973, B.A.

Tufts University 1981, M.A.

Appointed September, 1985

**Paul H. Wann***English, Drama*

University of Minnesota 1971, B.A.

Tufts University 1974, M.A.

Appointed September, 1985

**Janet E. Adams-Wall***Director of College Counseling*

Washington State University 1975, B.A.

University of Southern Maine 1980, M.S.

Appointed September, 1986

**Perry D. Nelson***History*

Williams College 1979, B.A.

Harvard University 1987, M.Ed.

Appointed September, 1987

**Irina Okula***Art*

Frontbonne College 1966, B.A.

Southern Illinois University 1971, M.F.A.

Appointed September, 1987

**Elaine B. White***Department Chair, English*

Bates College 1986, B.A.

Middlebury College 1992, M.A.

Appointed September, 1988

**Richard H. Searles***English*

Dartmouth College 1974, A.B.

University of Iowa 1977, M.A.

Appointed September, 1988

**Susan C. Lenane***Department Chair, Mathematics*

Franklin and Marshall College 1977, B.A.

Cambridge College 1994, M.Ed.

Appointed September, 1989

**David J. Van Ness***Mathematics*

Trenton State College 1969, B.A., 1970, M.A.

Appointed September, 1989

**Richard R. Savage***Chief Financial Officer*

Boston College 1965, B.S.

Appointed March, 1990

**Leonard S. Ceglarski, Jr.***History*

Middlebury College 1977, B.A.

Appointed August, 1990

**David R. Gosse***Mathematics*

Bowdoin College 1958, A.B.

Wesleyan University 1966, M.A.L.S.

University of Michigan

Boston University

Appointed September, 1990

**Jeffrey P. Kelly '85***Latin*

Haverford College 1989, B.A.

Appointed January, 1991

**Nancy M. Bailey, R.N.***Director of Duncan Health Center*

Catherine Laboure School of Nursing 1956, R.N.

Appointed September, 1991

**Fontaine C. Bradley, Ph.D.***Chemistry*

Tufts University 1973, B.S.

University of New Hampshire 1984, Ph.D.

Appointed September, 1991



**Mary Leary**

*Librarian*

Cardinal Cushing College 1967, B.A.  
Salem State College 1989  
Appointed September, 1991

**Jeffrey B. Wotton**

*Head Athletic Trainer*

*Assistant Director of Athletics*

University of New Hampshire 1991, B.S.  
Appointed September, 1991

**Janet Epstein, R.N.**

*Health Education Instructor*

Northeastern University 1973, A.S.  
Appointed September, 1992

**David Oxtan**

*Photography*

Boston University, School of Fine Arts  
Massachusetts College of Art  
Appointed September, 1992

**William F. Quigley, Jr.**

*Academic Dean;*

*Department Chairman, History*

Middlebury College 1978, B.A.  
Appointed September, 1992

**Mark Gerry**

*Mathematics*

Williams College 1979, B.A.  
Appointed September, 1993

**Isaiah Suggs '78**

*Admissions; Office of the Dean of Students*

*Cambridge College*

Appointed September, 1993

**David S. Hudson**

*Director of Afternoon Programs;*

*Director of Athletics; Science*

St. Lawrence University 1980, B.A., 1982, M.Ed.  
Appointed September, 1994

**Susan Oleszko-Szuts, Ph.D.**

*Science*

Purdue University 1966, B.S.  
Johns Hopkins University 1973, Ph.D.  
Appointed September, 1994

**Peter T. Bidstrup**

*Associate Director of Admission;*

*Director of Financial Aid*

Franklin and Marshall College 1986, B.A.  
Appointed September, 1994

**Leo I. Hart**

*Fine Arts*

Rutgers University  
Appointed September, 1995

**Danielle M. Kingsbury**

*Assistant Athletic Trainer;*

*Assistant to the Dean of Students*

University of New Hampshire 1995, B.A.  
Appointed September, 1995

**Scott P. Larsen**

*History*

Gordon College 1991, B.A.  
Appointed September, 1995

**Cynthia Louise McKeen**

*Vocal Music*

Emerson College 1985, B.F.A.  
Appointed September, 1995

**Karen A. Gold**

*English as a Second Language*

Gordon College 1986, B.A.  
Appointed January, 1996

**Peter K. Werner**

*History*

Yale University 1981, B.A.  
Appointed July, 1996

**Edward C. Young '73**

*Assistant Headmaster; History*

*Middlebury College 1977, B.A.*

Southern Methodist University 1994, M.L.A.  
Appointed July, 1996

**Maud Smith Hamovit**

*English*

Vassar College 1979, A.B.  
University College, Dublin 1982, M.A.  
Appointed September, 1996

**Jeannette P. Sedgwick**

*English*

Bucknell University 1988, B.A.  
University of Rochester 1994, M.A.  
Appointed September, 1996

**Patricia T. Peterman**

*Director of Development*

University of Illinois, Chicago 1979, B.S.  
Appointed June, 1997

**Peter A. Kravchuk**

*Assistant Director of Admission*

Bowdoin College 1992, B.A.  
Appointed July, 1997

**Gillian M. Lloyd**

*Director of Admission*

*Middlebury College 1977, B.A.*

Harvard Graduate School of Education 1981, Ed.M.  
Appointed July, 1997

**Samantha Boulais**

*Assistant Director of Admissions*

Franklin and Marshall College 1997, B.A.  
Appointed September, 1997

**Susan M. Chase**

*Reference Librarian*

Cornell College 1975, B.S.S.  
Salem State University 1996, M.Ed.  
Appointed September, 1997

**Brian Midura***Manager of Information Systems*

University of New Hampshire 1992, B.S.

Appointed August, 1998

**Jon M. Morisseau '88***Foreign Languages*

Florida State University 1992, B.A.

Middlebury College 1993, M.A.

Appointed September, 1997

**Lisa Keegan***Foreign Languages*

Simmons College 1984, B.A.

Appointed September, 1997

**Lindsey Wetzel***English*

Carlton College 1996, B.A.

Appointed September, 1997

**Diane Griesbach, R.N.C.S.**

St. Olaf College, B.S.N.

College of St. Catherine, A.N.P.

Appointed September, 1998

**Aaron J. Hirsch***Associate Dean of Students*

Roger Williams College 1995, B.A.

Appointed September, 1998

**Thomas C. Bierly, Ph.D.***Science*

Allegheny College 1964, B.S.

UConn 1971, Ph.D.

Appointed September, 1998

**Matthew J. Gettings***Mathematics*

University of Lowell 1984, B.S.

UVA 1994, Master of Education

Appointed September, 1998

**Roberta S. McLain***Science*

Union College 1984, B.S.

UNH 1995, M.S.

Appointed September, 1998

**Rodney S. McLain, J.D.***History*

Union College 1983, B.A.

Vermont Law School 1987, J.D.

Appointed September, 1998

**Hal Scheintaub, Ph.D.***Science*

Tufts University 1967, B.S.

SUNY at Buffalo 1969, M.S.

SUNY at Buffalo 1973, Ph.D.

Appointed September, 1998

**Judith South Rokous***Science*

University of Pennsylvania 1986, B.A.

University of Maryland 1995, M.S.

Appointed September, 1998

**Christopher Paul Rokous***English*

Boston College 1984, B.A.

Middlebury College 1994, M.A.

Appointed September, 1998

**Aaron Mandel***Intern/Assistant Director of Weekend Activities*

Mary Washington College 1998, B.A.

Appointed September, 1998

**Lea Weller Sweitzer***English*

Wittenberg University 1993, B.A.

Simmons College 1996, M.A.

Appointed September, 1998

**Michelle M. Kunz***Director of Annual Giving*

Randolph-Macon College 1996, B.A.

Appointed July, 1998

**Judith Castle***English*

University of London, B.A.

Harvard University 1994, Ed.M.

Appointed September, 1998

**Tracy Ainsworth***History*

Princeton University 1992, B.A.

University of Colorado 1998, M.A.

Appointed September, 1998

**Special Faculty****Lloyd Hamovit***Dormitory, Coaching***Mary Ellen Karin***Dormitory, Coaching***Peter Nelson***Dormitory; Coaching;**Director of Humanities***Robert Peiper***Dormitory***Sheila Young***Dormitory***Staff**

Penny Aham

*Controller*

Bonnie Boucher

*Receptionist*

Carolyn Burke

*Receptionist*

Cathy Ceglarski

*Registrar*

Anita Ceven-Leonard

*Secretary, Health Center*

Eileen Fitzgerald

*Assistant to Librarian*

Irene P. Freeman

*Administrative Assistant to the Headmaster**and to the Assistant Headmaster*

Denise Gauthier

*Assistant to Controller*



Joanna Hallisey  
*Assistant to the Librarian*

Louise Healey  
*Library Assistant*

Doreen Johnson  
*Secretary, Athletic Department*

Sandra Keyes  
*Office Manager, Development*

Lynn Marks  
*Library Assistant*

Meredith Marshall  
*Secretary, Main Office*

Lois McCluskey  
*Secretary, Academic Office*

Patricia Morelli  
*Receptionist*

Charlene F. Patten  
*Assistant to the Financial Officer*

Mary E. Pelletier  
*Library Assistant*

Katherine E. Pinkham  
*Admission Assistant*

Luceille Roaf  
*Bookstore Manager*

Joan C. Ryan  
*Assistant to the Director of Admission*

Kristie Salmon  
*Bookstore*

Susan T. Savage  
*Secretary, College Office*

Harold Short  
*Athletic Store*

Paula Sweeney  
*Bookkeeper*

Dorothea Suggs  
*Secretary, Development Office*

Patricia D. Thomas  
*Bookkeeper*

Linda Thomson  
*Director of Summer Programs*

Susan True  
*Receptionist*

#### **Tutors**

Joanne Collins  
Kathleen Ells  
Diane Klein  
Margaret Miller  
Elizabeth Paszko  
Ann Topic

#### **Health Center**

Sharman Gingrich, M.D.  
*School Physician*

Margaret Corrigan, R.N.  
Rocco Coviello, R.N.  
Kathleen A. Goyette, R.N.  
Sheila Mandragouras, R.N.  
Mary Braaten Miner, R.N.  
Kimberly Moore, R.N.  
Mary Willingham, R.N.  
Anita Parmelee, R.N.

#### **Food Service**

David Weigel  
*Director of Food Service*

Mark R. Bernier  
Joyce Colby  
Christopher C. Dawkins  
Joyce Dixon  
Dean Everson  
Tina Gibbons  
Marilyn J. McKeen  
Jeff Morris  
William Morse  
Madeline Power  
Stephanie Roaf  
Carolyn Sargent  
Debbie Stansfield  
Tracy Tullercash

#### **Buildings and Grounds**

Donald Millard  
*Superintendent,  
Buildings and Grounds*

Jason Lacroix  
*Assistant Superintendent,  
Buildings and Grounds*

Robert L. Chouinard  
John J. Clarkson  
Melvin J. Huberdeau  
Elizabeth J. Marshall  
Sean McCarthy  
Kevin W. Pine  
Bruce Rogers  
Scott Stanford  
Peter Swift  
Krzysztof Zalewski

# ADMISSION

The successful Governor Dummer Academy applicant is a highly motivated student who has demonstrated ability, promise and character — a student who will both gain from the GDA experience and contribute to it.

The Admission Committee takes into consideration school performance, test scores, recommendations, extracurricular involvement and impressions from the personal GDA interview which is required for all applicants.

While most new students enter Governor Dummer Academy in the freshman and sophomore years, a few places open each year in the junior class.

In accordance with the Academy's view that cultural diversity is a cornerstone of a thorough education, Governor Dummer Academy encourages students from all backgrounds and areas to apply for admission. The Academy does not set geographic limits for the admission of day students; GDA does not, however, provide daily transportation.

In order to be considered for admission, applicants should fulfill the following requirements: **1.** The candidate should contact the Academy in the fall or early winter of the year prior to that which he or she wishes to enter. A personal interview and tour of the GDA campus should be made at that time. If distance makes a visit impractical, the Admission Office may arrange a phone interview or for an Academy representative to meet the student nearer his or her home. We recommend that appointments be scheduled Monday through Friday during the academic day. **2.** The candidate must take the Secondary School Admission Test (SSAT), administered at centers throughout the world on seven Saturdays during the year. Registration forms and additional information may be obtained through the Academy or from the Secondary School Admission Test Board (SSATB), 12 Stockton Street, Princeton, NJ 08540 (609/683-4440). The Academy recommends that the candidate take the November, December or January SSAT. Governor Dummer Academy also will accept the Independent School Entrance Examination offered by the Educational Records Bureau in New York (telephone 800/989-3721). **3.** The Academy requires that international students take the Test of English as a Second Language (TOEFL). **4.** The candidate, his/her family and school must complete all application forms. The application should be returned to the Academy as soon as possible with a \$35 fee (\$70 outside the U.S.). The remaining forms, which will be sent by return mail, include a student questionnaire, a request for school records, English and mathematics teachers' recommendations and a personal recommendation. The filing deadline for these forms and the preliminary application is February 1, 1999. Governor Dummer Academy will notify candidates of admission decisions on March 10, 1999. Parents of those admitted are to respond to the Academy no later than April 10, 1999. **5.** Candidates applying for financial aid in the form of grants and loans must meet the requirements of financial need, character and academic potential. If need is indicated on the final application for admission, parents are asked to complete a Parents' Financial

Statement form, which should be returned by February 1. If the candidate's parents are separated or divorced, both parents must supply financial information. Scholarship aid totalling approximately \$1,400,000 is awarded to approximately 30 percent of the student body annually without regard for race, color, religious belief or national or ethnic origin.

## 1998-99 Tuition and Fees

For *boarding* students:

May 1

<u>Tuition:</u>	
(Room and Board)	\$25,100
<u>Fees:</u>	
Smart Card Deposit	
(Student account for books, supplies, etc.)	\$750
Accident Insurance (optional)	\$102
Tuition Refund Plan	\$527.10
Social Activities Fee	\$100
Health Center Fee	\$250
Technology Fee	\$200
Telephone Lease	\$30

For *day* students:

<u>Tuition:</u>	\$19,000
<u>Fees:</u>	
Smart Card Deposit	
(Student account for books, supplies, etc.)	\$750
Accident Insurance (optional)	\$102
Tuition Refund Plan	\$399
Social Activities Fee	\$100
Health Center Fee	\$150
Technology Fee	\$200

*10% of tuition is due at the time of enrollment for new students and re-enrollment for returning students.*

*Second and third tuition payments are due August 1 and December 1, respectively.*





**Governor Dummer Academy**  
Byfield, Massachusetts 01922

Telephone: (978) 465-1763  
Fax: (978) 462-1278  
[www.gda.org](http://www.gda.org)